



William Law CE Primary School's Subject Stories

History



Intent

At William Law we aim to use a holistic approach to our learning through relevant and exciting topics that link to furthering the children's historical understanding.

We want our children to develop a curiosity about the past and how history will shape their future. Through relevant and exciting topics, our children will ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Giving them a broad and balanced curriculum which is skills and knowledge based.

The National Curriculum for history aims to ensure that all pupils:

- ❖ *Gain a coherent knowledge and understanding of Britain's past and that of the wider world*
- ❖ *Develop a curiosity to know more about the past*
- ❖ *Ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement*

Implementation

At William Law, our history lessons are skills based and follow the National Curriculum through the use of the Chris Quigley Education Milestones Document. Topics chosen are ones that the children have indicated they find enjoyable and engaging through pupil voice. By the end of Year 6 children will have had the opportunity to study a variety of eras of British history from the stone and to the present day and have a chronological awareness of when these eras occurred. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and Egypt.

Our history curriculum shows cross curricular links with texts used in English and links with music and Art and where possible, children's learning is embedded within a theme. Children are encouraged to take part in interactive activities whilst developing a curiosity to ask questions about their learning and research to help solve their answers. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Impact

- ✓ A wide range of evidence across the school showing engaging lessons where children can develop their curiosity in a topic, including cross curricular evidence of children's learning in History. Three positive elements relating to your subject
- ✓ A large majority of children will achieve age related expectations in History
- ✓ Children are curious about their historical learning and can talk enthusiastically about what they have learnt over the year.

If you were to walk into a History lesson at William Law, you would see:

- ✓ Independent learning
- ✓ Engaged learners
- ✓ Children being challenged to discover more
- ✓ Inclusive learning
- ✓ Using their growth mindset and learning powers to feed their curiosity
- ✓ A thirst for knowledge



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Pupil Voice:

Year 1: "I like learning about the past [Neil Armstrong] because I want to be an astronaut."

Year 3: "I like history when you get to do stuff about bones."

Year 4: "History last year was fun but mummification was creepy."

An example of skill progression within our History curriculum

History aspect: Using sources to aid our understanding of historical concepts and events						
Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Able to link own experiences to events learnt.	Find answers to questions about the past from simple sources of information.	Ask and answer questions, choosing and using parts of stories and other sources to show key features of events.	Using specific vocabulary and sources to describe the outcomes and memories of key events in his/her life.	Using sources of information in ways that go beyond simple observations to answer questions about the past.	Compare and contrast sources of information available for the study of different times in the past.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Outstanding examples of learning outcomes

		
Year 5 looking at the reliability of sources while researching the Ancient Greeks	Year 3 making Canopic jars while studying the Ancient Egyptians	Year 4s work on Vikings displayed at Peterborough Museum with the Viking artefacts.

Successes in 2019-2020

- ☺ **History being taught cross-curricular:** from looking at a range of books it is clear to see that history is being taught through different subjects but just as standalone lessons.
- ☺ **Year 3 Egyptian Day:** children were able to find out more about how the Ancient Egyptian lived and were immersed in a variety of activities all about Egypt.
- ☺ **Engaging lesson:** children were able to talk enthusiastically about their history lessons and what they enjoyed about them. They could remember fun and exciting activities they had participated in.

Priorities for 2020-2021

- ☺ **To develop a stronger skills progression based curriculum:** make sure that learning and planning is based on develop the children's historical skills and ensure that there is enough coverage in each year group.
- ☺ **A wide range of historical artefacts being available to use which will provide greater depth and understanding to a topic –** Each year group to have access to a wide range of physical artefacts and books to support their learning, these can be used throughout sessions to ensure interactive and inviting lessons.
- ☺ **Design and agree an assessment tool to be used across the school:** using the progression skill, come up with a way of assessing what the children have learnt and whether they have deepened their knowledge of a topic.